DOCUMENT RESUME

ED 255 596 UD 024 144

AUTHOR Johnson, James A., Jr.
TITLE The Distribution of African American Children and Youth Among Broward County Elementary Schools.
INSTITUTION Nova Univ., Fort Lauderdale, Fla.
PUB DATE 30 Jan 85
NOTE 25p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Black Students; Educational Policy; Elementary Education; *Enrollment Trends; Racial Integration; *Racially Balanced Schools; Racial Segregation; School Desegregation; *School Segregation
IDENTIFIERS *Broward County Public Schools FL

ABSTRACT

Elementary school enrollments for the Fall of 1983 in Broward County (Florida) were studied in order to test the following hypothesis: relevant policy promulgated by the Board of Education did not result in "racially" balanced elementary schools. These specific questions were addressed: (1) To what extent were the elementary schools of Broward County "racially" balanced? (2) To what extent were African American students accounted for in the enrollments of desegregated vs. segregated schools? (3) How did the distribution of African American students during school year 1983-84 compare with the distribution of all students? It was found that 38 percent of elementary schools were "racially" balanced; 34 percent of all students were enrolled in desegregated elementary schools; 6 percent of all African American students were enrolled in Euro-American segregated schools; and 63 percent of all African American students were enrolled in African American segregated schools. Great disparities between these two distributions existed in the remaining segregated elementary schools. In short, it is concluded, the Broward County elementary schools appear to have been composed of three mutually exclusive sets of schools during 1983-84. (Author,)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED255596

THE DISTRIBUTION OF AFRICAN AMERICAN CHILDREN AND YOUTH AMONG BROWARD COUNTY ELEMENTARY SCHOOLS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James A. Johnson, Jr.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

James A. Johnson, Jr.
National Education Professor
-and-
Director of Instruction
Nova University
National Ed.D. Program for Educational Leaders

30 January 1985

UD024144

Traditional discussions about "school integration" [sic] speak mainly to the question of mixing racial [sic] groups in public schools. We call for more than this... We note with horror the declining proportion of African American teachers and Administrators, especially in the public schools, where the overwhelming majority of African American children are in attendance... School integration [sic] must not mean... the loss of African American Leadership... Three decades of school desegregation have produced neither genuine racial [sic] desegregation of public education nor the extension of equal educational opportunity to the majority of African American students in America... Racial [sic] balance remedies have concentrated primarily or exclusively on the physical reassignment of students. They have ignored or have given scant attention to the inclusion of intervention components to foster improvements in the **character of the content of education** in new settings... This approach is not only non-productive but is actually a denial of equal educational opportunity... For the 1980's, much greater attention needs to be directed to making **Brown vs. the Board of Education of Topeka** an instrument for providing effective schooling wherever African American students are.

Saving the African American Child
A Report of the National Alliance of Black School Educators, Inc.
Task Force on Black Academic and Cultural Excellence
Pages 24-26.

ABSTRACT

The Distribution of African American Children and Youth among Broward County Elementary Schools: School Year 1983-84.

James A. Johnson, Jr., Ph.D., Nova University, Fort Lauderdale, Florida

Descriptors: *Racial Balance/*School Desegregation/Racial Integration/Equal Education/Objectives/*Statistical Distribution/Statistical Data/Teacher Effectiveness/Elementary Education/Youth/*Elementary Schools/*Statistical Analysis/Comparative Analysis/*Public Policy/*Enrollment/*Date/Student

Identifiers: Broward County/Florida/*African American/Euro-American/*Analysis/Segregation/Comparative Study/*Enrollment Data/*Disparities/*Types of Schools/Remedies/*Equal Educational Opportunity/Efficacy/*Effective Schooling/Instructional Effectiveness/Goals/*Policy Objectives/*Legislative Intent/*Unitary School System/*Policy Outcome

The author sought preliminary answers to questions designed to shed light on (1) the extent to which the elementary schools in Broward County were "racially" [sic] balanced, (2) the extent to which African American students accounted for the enrollments in desegregated vs. segregated Broward County Elementary Schools, and (3) how the distribution of African American students and the distribution of students among the Broward County Elementary Schools compared all during school year 1983-84. Answers to these questions were sought in order to reject the following hypothesis: **relevant policy promulgated by the Broward County Board of Education did not result in "racially" [sic] balanced elementary schools.**

In order to approach preliminary answers to the three previously implied questions a computer printout entitled "White and Black Membership by Grade" for the Fall of 1983 was requested and received from the Florida Department of Education, Division of Public Schools, Management Information Services (MIS). The MIS printout was used to array the Broward County Elementary Schools from lowest to highest percentages of enrollments accounted for by African American students. The enrollments of all elementary schools and the number of African American students enrolled in all elementary schools was next computed. The schools were then sorted: Euro-American segregated, desegregated, and African American segregated. For each category of schools the number of schools, the numbers and percentages of African American students and the number and percentages of all students were determined. Euro- and African American segregated and desegregated schools were then compared.

It was found that thirty-eight (38) percent of the Broward County Elementary Schools were "racially" (sic) balanced, thirty-four (34) percent of all students were enrolled in desegregated elementary schools,

six (6) percent of all African American students were enrolled in Euro-American segregated schools, sixty-three (63) percent of all African American students were enrolled in African American segregated schools, and the distribution of African American students compared with the distribution of all students was as expected only among the Broward County desegregated elementary schools during school year 1983-84. Great disparities between these two distributions existed in the remaining segregated elementary schools.

These findings are discussed. However, no explicit recommendations are made. Four (4) Tables, a short bibliography and three Appendices are provided.

TABLE OF CONTENTS

TITLE PAGE		i
QUOTATION		ii
ABSTRACT		iii
TABLE OF CONTENTS		v
LIST OF TABLES		vi
INTRODUCTION		1
RESEARCH QUESTIONS		2
SOURCE OF DATA		2
DATA MANIPULATION		2
FINDINGS		3
CONCLUSIONS		6
DISCUSSION		7
REFERENCE LIST		12
NOTES		13
APPENDICES		
APPENDIX A:	PERCENT AND NUMBER OF AFRICAN AMERICAN STUDENTS ENROLLED IN BROWARD COUNTY EURO-AMERICAN SEGREGATED ELEMENTARY SCHOOLS	14
APPENDIX B:	PERCENT AND NUMBER OF AFRICAN AMERICAN STUDENTS ENROLLED IN BROWARD COUNTY DESEGREGATED ELEMENTARY SCHOOLS	15
APPENDIX C:	PERCENT AND NUMBER OF AFRICAN AMERICAN STUDENTS ENROLLED IN BROWARD COUNTY AFRICAN AMERICAN SEGREGATED ELEMENTARY SCHOOLS	17

LIST OF TABLES

TABLES	LABELS	PAGES
1.1	School Year 1983-84 Broward County Elementary School Enrollment Data by Types of Schools	4
1.2	Expected Versus Actual Levels of African American Enrollments by Types of Schools	5
1.3	Combined African American Enrollment in Segregated Elementary Schools	5
1.4	Euro-American Segregated Schools in Which Twenty (20) or Fewer African American Students are Enrolled	8

INTRODUCTION

The above text suggests a number of questions about the efficacy of racial [sic] (1) balance remedies and the extent to which such remedies have been escorted by the extension of equal educational opportunity and effective schooling to African American children and youth. The Task Force text suggests questions such as, Are the Broward County Schools, in fact, "racially" [sic] balanced? Are some schools more instructionally effective, or better able to respond to the needs of African American children, than others? If so, what are some salient features of those schools that have demonstrated the ability to effect high achievement among African American children and youth? Are the outcomes of instruction at some schools more meritorious for African American students than at others? Answers to these and other questions suggested by the Task Force text first require that the extent to which the schools are "racially" [sic] balanced be determined. (2) Only after this prior question has been answered may associated questions suggested by the National Alliance of Black School Educator's Task Force text be pursued. It is, therefore, the limited purpose of this paper to determine the extent to which the elementary schools in the Broward County Public Schools were "racially" [sic] balanced during school year 1983-84. (3) This purpose derives from the reality that social scientists observe and differentiate between what Wolcott (1970) conceptualized as "...two aspects of cultural behavior: actual behavior (or what people **actually** do) and normative behavior (or what people **say** they do or **ought** to do)...there are paradoxes between the real or 'ideal,'" Wolcott goes on, "now presenting...important alternatives, now providing options

that find (one) behaving in ways antithetical to the very goals (one) is trying to achieve."

This being the case, it is often found that the reality of a given condition can best be known by raising questions about specific relationships between the actual and normative behavior of school agents. That, essentially, is what was done; and, what is reported on, below.

RESEARCH QUESTIONS

The purpose of this paper was operationalized in the form of the following questions:

1. To what extent were the elementary schools in Broward County "racially" (sic) balanced during school year 1983-84?

2. To what extent did African American students account for the enrollments in desegregated vs. segregated Broward County Elementary Schools during school year 1983-84?

3. How did the distribution of African American students compare with the distribution of all students among the Broward County Elementary Schools during school year 1983-84?

SOURCE OF DATA

"White and Black Membership by Grade" data for the Fall of 1983 were requested and received from the Florida Department of Education, Division of Public Schools, Management Information Services (MIS).

DATA MANIPULATION

The MIS printouts were used to array the Broward County elementary schools from lowest to highest percentages of enrollments accounted for by African American students. The enrollments of all elementary schools and the number of African American students enrolled were determined. The percentage of African American students enrolled in

all elementary schools was next computed. The schools were then sorted: Euro-American segregated, desegregated, and African American segregated. (4) For each category of schools the number of schools, the number and percentages of African American students and the number and percentages of all students were determined. Euro- and African American segregated and desegregated schools were then compared. Please see Appendices A, B and C for the percentage and number of enrolled African American students and the total enrollment of each Broward County elementary school.

FINDINGS

The first question was:

> To what extent were the Broward County Elementary Schools "racially" [sic] balanced during school year 1983-84?

From Appendices A, B and C it may be seen that the percentages of enrollments of Broward County Elementary Schools accounted for by African American children and youth ranged from -1 to 100. It may be further seen from Table 1.1 that in thirty-four (34) schools (Euro-American segregated) African American students accounted for fifteen (15) percent or less of the enrollments. In thirty-seven (37) schools (desegregated) African American students accounted for between 16 and 45 percent of the enrollments. In the remaining twenty-six (26) schools (African American segregated) African American students accounted for between forty-six (46) and one-hundred (100) percent of the enrollments. Since thirty-seven (37) of the ninety-seven (97) Broward County Elementary Schools were desegregated, it may be concluded that thirty-eight (38) percent of the Broward County

Elementary Schools were "racially" (sic) balanced during school year 1983-84.

TABLE 1.1: SCHOOL YEAR 1983-84 BROWARD COUNTY ELEMENTARY SCHOOL ENROLLMENT DATA BY TYPES OF SCHOOLS

----------SCHOOLS----------			---------ENROLLMENTS---------			
TYPES	% AFRICAN AMERICAN (RANGES)	# OF SCHOOLS	AFRICAN AMERICAN #	AFRICAN AMERICAN %*	TOTALS #	TOTALS %*
Desegregated	16-45	37	5,096	32	17,789	34
Segregated Euro-American	0-15	34	892	6	21,684	41
Segregated African American	46-100	26	10,003	63	13,185	25
	Totals	97	15,991	30	52,658	100

The second question was:

> To what extent did African American students account for the enrollments in desegregated vs. segregated Broward County Elementary Schools during school year 1983-84?

It may be seen from Table 1.1 that of the 15,991 African American students enrolled in Broward County Elementary Schools during school year 1983-84, and 5,096 or thirty-two (32) percent were enrolled in desegregated schools. Six (6) percent (or 892) of the students were enrolled in Euro-American segregated schools, and sixty-three (63) percent (or 10,003) of the African American students were enrolled in African American segregated schools. At Table 1.2 actual vs. Expected Levels of Enrollment by Types of Schools are indicated. From that Table, a close comparison between actual and expected levels of en-

---

* All percentages rounded

TABLE 1.2: EXPECTED VERSUS ACTUAL LEVELS OF AFRICAN AMERICAN ENROLLMENTS BY TYPE OF SCHOOL

SCHOOL TYPES	ENROLLMENT		DIFFERENCE
	EXPECTED	ACTUAL	
	#	#	
Euro-American	21,681	892	20,789
Segregated	41	6	35
Desegregated	17,789	5,096	12,693
	34	32	2
African American	13,185	10,003	3,182
Segregated	25	63	38

rollments in desegregated schools may be seen. African American students were under-enrolled in the Euro-American and over-enrolled in the African American segregated schools. It may also be seen from Table 1.3 that African American enrollment in combined Euro- and African American segregated schools was more than two (2) times greater than the mean enrollment of African American students in the Broward County Elementary Schools (thirty (30) percent) during the 1983 - 84 school year.

TABLE 1.3: COMBINED AFRICAN AMERICAN ENROLLMENT IN SEGREGATED ELEMENTARY SCHOOLS

TYPES	SCHOOLS		AFRICAN AMERICAN ENROLLMENTS	
	#	%	#	%
Euro-American Segregated	34	35	892	6
African-American Segregated	26	27	10,003	63
T O T A L S	60	62	10,895	69

The third question was:

> How did the distribution of African American students compare with the distribution of all students among the Broward County Elementary Schools during school year 1983-84?

Again the extent to which discrepancies between total and African American enrollments in the three types of schools exist may be discerned from Table 1.1. It may be seen from that Table that while thirty-four (34) percent of all elementary students were enrolled in desegregated schools, thirty-two (32) percent of all African American students enrolled in Broward County Elementary Schools attended desegregated schools. Further, forty-one (41) percent of all elementary school students were enrolled in Euro-American segregated elementary schools. However, only six (6) percent of all African American students were enrolled in those schools. Conversely, while only twenty-five (25) percent of all elementary students were enrolled in African American segregated elementary schools, sixty-three (63) percent of the African American students were enrolled in those schools.

CONCLUSIONS

Given the above analyses the following conclusions are reached:

1. Thirty-eight (38) percent of the Broward County Elementary Schools were "racially" (sic) balanced in school year 1983-84,

2. thirty-four (34) percent of all students were enrolled in desegregated elementary schools,

3. six (6) percent of all African American students were enrolled in Euro-American segregated schools,

4. sixty-three (63) percent of all African American students were enrolled in African American segregated schools,

5. the distribution of African American students compared with the distribution of all students was as expected only among the Broward County desegregated elementary schools during school year 1983-84. Great disparities between these two distributions existed in the remaining segregated elementary schools.

DISCUSSION

The Broward County Elementary Schools appear to have been composed of three mutually exclusive sets of schools during school year 1983-84. It appears that there was a set of schools (Euro-American segregated) in which African American students were rare. From Table 1.4 it may be seen that each of 20 of the 34 Euro-American segregated schools enrolled twenty (20) or fewer African American students. Those schools enrolled 12,883 students. The combined African American enrollment in these twenty (20) schools was two hundred (200), and accounted for one and one-half (1.5) percent of the combined enrollment. A second set of elementary schools was desegregated. Thirty-four (34) percent of all students, and thirty-two (32) percent of African American students were enrolled in desegregated schools. However, more than two times the expected (sixty-three (63)) percent African American versus twenty-five (25) percent of all elementary school students were enrolled in African American segregated schools. This condition raises questions about the objectives of public policy promulgated by the Board and the extent to, or manner in which public policy was or was not implemented during school year 1983-84. The fact that during school year 1983-84 sixty-two (62) percent of the elementary schools was not desegregated must indicate either a poorly implemented desegregation policy, a poorly implemented segregation policy, or a well implemented policy designed to result in limited desegregation.

TABLE 1.4: EURO-AMERICAN SEGREGATED SCHOOLS IN WHICH TWENTY (20) OR FEWER AFRICAN AMERICAN STUDENTS ARE ENROLLED

------SCHOOLS------	----------ENROLLMENTS----------		
	AFRICAN-AMERICAN		TOTAL
	%	#	
Nob Hill	-1	5	712
Sterling	-1	4	451
Cooper City	1	8	715
Flamingo	1	5	903
Forest Hills	1	8	703
Maplewood	1	5	865
North Andrews	1	6	429
Ramblewood	1	8	844
Sunshine	1	8	676
Westchester	1	10	801
Banyon	2	17	793
Coral Springs	2	16	692
Driftwood	2	9	531
Griffin	2	14	634
Pine Lakes	2	10	605
Pembroke Pines	2	7	458
West Hollywood Hills	2	9	441
Coconut Creek	3	15	503
Hunt	3	16	585
Boulevard Heights	3	20	592
T O T A L S	1.5	200	12,883

Further, sixty-eight (68) percent or 10,895 of the 15,991 African American students enrolled in Broward County elementary schools were enrolled in segregated schools during school year 1983-84. It is difficult to construe this outcome as evolving from public policy designed to effect a unitary school system. The construction of public policy designed to effect a segregated school system is rendered less difficult to imagine.

Finally, public policy that results in forty-one (41) percent of all elementary students being enrolled in thirty-five (35) percent of the

schools with only six (6) percent of that enrollment accounted for by African American children and youth must signal audacity, ineptness or purposefulness.

It is pointed out in passing that equity questions are raised by the fact that the data indicate that only twenty-two (22) percent of the enrollment at **Nova Blanche Forman** and twenty-four (24) percent of the enrollment at **Nova Eisenhower** is accounted for by African American children and youth. According to the **Miami Herald** (Monday, 21 January 1985, P. BR1 - BR5) the Nova schools have a "...racial [sic] quota twenty-five (25) percent Black [sic]." This arrangement was not equitable in 1981 when the mean African American Broward County Elementary School enrollment was twenty-seven and one-half (27.5) percent. However, the enrollment of the Broward County Elementary Schools is, obviously, becoming increasingly more African American as evidenced by the mean African American Broward County Elementary School enrollment (thirty (30) percent) during school year 1983-84.

The equity principle would, at a minimum, in view of the growing percentage of the Broward County elementary school enrollment accounted for by African Americans, visit the expectation that African American children and youth would have accounted for at least thirty (30) percent of the enrollments at both of these schools referred to by the **Miami Herald** (1984) as "high testing schools." That condition would have increased the number of African American children and youth at **Nova Blanche Forman** from 183 to 251 and from 205 to 257 at **Nova Eisenhower** Elementary Schools. An equitable Board policy, then, would have required that **120 African American children and youth supplant 120 Euro-American children and youth enrolled in those two Nova ele-**

mentary schools during school year 1983-84. The policy outcome was that African Americans were underenrolled in these two prestigious schools by **120** children and youth.

The author, conspiciously, stresses the empirical nature of the question as to whether or not it would have been in the best interest of 120 additional African American children and youth to have been so assigned. That and other related questions are presently being approached in a paper which is now in process.

Any informed response to such questions, however, would benefit, again, from the National Alliance of Black School Educators Task Force text which, when discussing **equity** states:

> When we speak of **equity**, we are concerned most of all with justice, not sameness. Each person in our system must have an equal right to the total system of basic liberties. Social and economic inequalities must not be allowed to deny equal opportunity for access to the means for social uplift, such as Education... African Americans have not yet been offered such compensation in sufficient quantity or for a sufficient time to make up for the centuries of exclusion. The Nation owes something of value to African Americans for 250 years of slavery and for over 100 years of discrimination after slavery.

That debt may not ever be paid, given a public policy not different from that which proliferated the problems at issue in this Research report.

The National Alliance of Black School Educator's text which introduced this paper explicitly states that the mixing of "racial (sic) groups in public schools is an insufficient goal." For the 1980's, the text goes on, "...much greater attention needs to be directed to making **Brown vs. the Board of Education** of **Topeka** an instrument for providing effective schooling wherever African American students are."

As has been seen, the extent to which the "...mixing of 'racial' (sic) groups" in the Broward County Public Elementary Schools was, in fact, minimal during school year 1983-84. The extent to which effective schooling was provided in a minimally desegregation context is an additional empirical question that has already been raised.

The earlier discussion of Wolcott (1970) suggests the possibility that good faith efforts on the part of school system agents may have fallen short of the mark; and, what they, in fact, accomplished may have been at variance with the legislative intent of the Board. However, since such variance from Board policy, if manifested, could result in placing Fifth and Fourteenth Amendment rights of African American children and youth in jeopardy, and rendering certain pedagogical practices and outcomes unacceptable for sub-populations of African American students, it was reasoned that bringing such discrepancies, if found, to the attention of the Board, the Administration, and the community would be viewed as useful and welcome.

Effects of Board policy on the distribution of African American children and youth among the Broward County Elementary Schools have been reported, above. Remaining questions about this matter focus on the instructional effectiveness of the schools; the nature of those schools; and, the extent to which policy objectives and outcomes approach unity, and equity.

REFERENCES CONSULTED

"White and Black Membership by Grade, data for the Fall of 1983," Florida Department of Education, Division of Public Schools, Management Information Services (MIS).

"The Ideal and the Real World of Teaching Reading," Wolcott, Harry F., Claremont, California: **Claremont Reading Conference**, Thirty-fourth Yearbook, 1970, pages 23-37.

"Nova Presence Takes Toll on School System," Mark Potok, **The Miami Herald**, pages BR1-BR5, Monday, 21 January 1985.

NOTES

1. The labels "race" (sic) and its derivative "racial" (sic) are used in this paper only because they are used in the Task Force report and for communication purposes. The label "race" (sic) names an invalid concept which suggests that human beings may be reduced to a finite set of other than socially defined categories.

2. Because of interest, resources and concentration of population, the author elected to limit the scope of the analyses presented in this report to Broward County Elementary Schools.

3. A "racially" (sic) balanced school is defined here as a Broward County Elementary School in which African American children and youth account for a percentage of the enrollment that deviates neither less than nor more than fifteen (15) percentage points from the county-wide mean African American Elementary School enrollment (thirty (30) percent).

4. Euro-American segregated elementary schools were defined as elementary schools in which African American students accounted for fifteen (15) percent or less of the enrollments. Desegregated elementary schools were defined as elementary schools in which African American students accounted for between sixteen (16) and forty-five (45) percent of the enrollments. African American segregated elementary schools were defined as elementary schools in which African American students accounted for at least forty-six (46) percent of the enrollments. Please see note three (3) for an explanation of the rationale for this scheme.

5. Difference data provided in Table 1.2 indicate the extent to which disparities between the percentages of elementary school enrollments that ought to be and actually are accounted for by African American students exist. If, for example, thirty-three (33) percent of the total elementary school enrollment is accounted for by a set of thirty-six (36) elementary schools, thirty-three (33) percent (or some reasonable percentage in that order of magnitude) of the African American enrollment should be accounted for by that set of schools.

APPENDIX A

PERCENT AND NUMBER OF AFRICAN AMERICAN STUDENTS ENROLLED IN BROWARD COUNTY EURO-AMERICAN SEGREGATED ELEMENTARY SCHOOLS

ENROLLMENT			
AFRICAN AMERICAN		TOTAL	SCHOOLS
%	#		
-1	5	712	Nob Hill
-1	4	451	Sterling
1	8	715	Cooper City
1	5	907	Flamingo
1	8	703	Forest Hills
1	5	865	Maplewood
1	6	429	North Andrews
1	8	844	Ramblewood
1	8	626	Sunshine
1	10	801	Westchester
2	17	793	Banyon
2	16	692	Coral Springs
2	9	531	Driftwood
2	14	634	Griffin
2	21	872	Pembroke Lakes
2	10	605	Pines Lakes
2	7	458	Pembroke Pines
2	9	441	West Hollywood Hills
3	15	503	Coconut Creek
3	16	585	Hunt
3	27	877	Morrow
3	21	658	Tamarac
3	20	592	Boulevard Heights
5	28	591	Pinewood
6	46	791	Davie
7	34	469	Hollywood Park
7	51	709	North Lauderdale
9	56	644	Horizon
11	53	480	Tropical
12	89	720	Atlantic West
12	75	620	Sheraton Park
13	72	564	Village
14	58	407	Hollywood Hills
15	61	399	Oakland Park

APPENDIX B

PERCENT AND NUMBER OF AFRICAN AMERICAN STUDENTS ENROLLED IN BROWARD COUNTY DESEGREGATED ELEMENTARY SCHOOLS

ENROLLMENT			
AFRICAN AMERICAN %	AFRICAN AMERICAN #	TOTAL	SCHOOLS
16	54	347	Meadowbrook
17	78	457	Norcrest
17	105	611	Margate
18	90	506	Pasadena Lakes
19	115	602	Peters
20	63	322	Edgewood
20	91	454	Oakridge
21	93	439	Lake Forest
22	106	491	Fairway
22	183	836	Forman (Nova)
22	127	578	Miramar
23	91	403	Plantation Park
24	136	558	Broadview
24	205	856	Eisenhower
25	101	397	Bennett
26	80	310	Bayview
28	135	483	Sheraton Hills
30	131	444	Tedder
31	131	421	Croissant Park
31	156	497	Cypress
31	184	596	Deerfield Beach
33	145	435	Dania
33	112	335	Harbordale
33	140	430	Pompano Beach

APPENDIX B CONTINUES ON PAGE 16

APPENDIX B (CONTINUED)

34	148	438	Foster
34	158	463	Lloyd Estates
35	193	555	Cresthaven
35	171	487	Hollywood Central
35	154	437	Orange-Brooke
35	171	489	Palmview
37	196	536	Mirror Lake
38	140	366	Plantation
39	213	549	Perry (A.C.)
41	163	398	McNab
41	155	380	Watkins
43	204	474	Oriole
44	178	409	Bethune

APPENDIX C

PERCENT AND NUMBER OF AFRICAN AMERICAN STUDENTS ENROLLED IN BROWARD COUNTY AFRICAN AMERICAN SEGREGATED ELEMENTARY SCHOOLS

ENROLLMENT			
AFRICAN AMERICAN		TOTAL	SCHOOLS
%	#		
48	150	310	Floranda
49	260	528	North Side
50	340	677	Royal Palm
51	304	593	Wilton Manors
56	338	603	Hallandale
57	302	527	Castle Hill
58	343	592	Riverland
60	247	409	Broward Estates
62	258	418	Colbert
63	150	240	Hortt
69	386	557	Park Ridge
69	381	550	Westwood Heights
77	374	484	Sanders Park
78	521	670	Walker
81	433	532	Lauderhill
82	436	532	Dillard
83	407	489	Sabal Palm
88	512	581	Larkdale
89	337	377	Markham
90	593	662	Deerfield Park

APPENDIX C CONTINUES ON PAGE 18

APPENDIX C (CONTINUED)

91	464	512	Lauderdale Manors
93	555	600	North Fork
96	509	528	Rock Island
98	574	587	Sunland Park
99	295	297	Collins
100	329	329	Drew